

**World Languages
Spanish V**

Unit 2: Mexican Legends

<p>Essential Understandings</p>	<ul style="list-style-type: none"> ▪ Language enables communication. ▪ Language is inextricably linked to culture. ▪ Western languages have certain structural similarities.
<p>Essential Questions</p>	<ul style="list-style-type: none"> ▪ What constitutes a legend? ▪ What kind of legends exist in the United States? ▪ What themes are in Mexican legends? ▪ How do Mexican legends differ from legends in the United States? ▪ How do cultural differences manifest themselves in legends?
<p>Essential Knowledge</p>	<ul style="list-style-type: none"> ▪ Culture is represented in Mexican legends. ▪ Specific themes are portrayed in Mexican legends. ▪ Mexican legends differ from those in the United States and other western countries.
<p>Vocabulary</p>	<ul style="list-style-type: none"> ▪ <u>Terms:</u> <ul style="list-style-type: none"> ○ vocabulary specific to literature
<p>Essential Skills</p>	<ul style="list-style-type: none"> ▪ Identify a legend from our culture. ▪ Describe what constitutes a legend. ▪ Identify cultural significance of the legend. ▪ Compare and contrast legends from their culture and those of Mexico.
<p>Related Maine Learning Results</p>	<p><u>World Languages</u> A. Communication A1. Interpersonal Students express their own thoughts and opinions about familiar topics and elicit the thoughts and opinions of others by using strings of sentences and/or short paragraphs. Students of modern languages use pronunciation and intonation which would be comprehensible to a native speaker accustomed to interacting with language learners.</p> <ol style="list-style-type: none"> a. Interact in a variety of social situations including formal and informal personal exchanges and/or phone inquiries. b. Provide and exchange detailed information on familiar topics, orally and in writing. c. Describe and explain states of being, orally or in sign language, and in writing. d. Express agreement and disagreement, orally and in writing, supporting opinions with simple reasoning.

World Languages
Spanish V
Unit 2: Mexican Legends

<p>Related Maine Learning Results</p>	<p>A2. Interpretive Students comprehend conversations, narratives, and recorded material in familiar contexts that are longer and/or more complex than those in the 6-8 grade span.</p> <ul style="list-style-type: none">a. Identify main ideas, topics and specific information in a variety of authentic written/signed materials.b. Identify main ideas, topics, and specific information in authentic films. <p>A3. Presentational Students express their own thoughts to describe and narrate in oral/signed and written presentations using strings of sentences and/or short paragraphs and with sufficient accuracy in form and pronunciation that could be understood by native speakers accustomed to interacting with language learners.</p> <ul style="list-style-type: none">a. Read authentic passages aloud with appropriate pronunciation, phrasing, and into notion.b. Relate a story about a personal experience or event orally or in sign language.c. Paraphrase and/or summarize texts orally or in sign language, and in writing using a presentational format.d. Write/sign brief narrative compositions and expository/informational compositions. <p>A4. Language Comparisons Students use their understanding of the nature of language to enhance their communication in the target language.</p> <ul style="list-style-type: none">a. Compare a variety of grammatical structures and syntax between languages.b. Identify examples of vocabulary in both languages that do not translate directly from one language to another.c. Use idiomatic expressions and/or proverbs in the target language.d. Identify examples of how vocabulary (in English and the target language) that convey different meanings in different contexts.
--	---

World Languages
Spanish V
Unit 2: Mexican Legends

**Related
Maine Learning
Results**

- B. Culture
- B1. Practice and Perspectives
Students identify and explain how perspectives of a culture(s) are related to cultural practices of a culture(s) in which the target language is spoken
- Identify and explain the reason behind significant practices of a culture(s) in which the target language is spoken.
 - Describe stereotypes associated with perspectives of a culture(s) in which the target language is spoken.
 - Identify differences in cultural practices among peoples that speak the same language.
- B3. Comparison with Own Culture
Students explain how products, practices, and perspectives of a culture(s) in which the target language is spoken contribute to the culture in which the student lives.
- Identify and compare influential figures from the two cultures.
 - Explain the reasons for a variety of similarities and differences between the culture in which the student lives and the culture(s) in which the target language is spoken.
 - Use the target language in a manner that would be considered appropriate by native speakers and explains what makes it appropriate communication.
- C. Connections
- C1. Knowledge of Other Learning Results Content Areas
Students use the target language to enhance their knowledge of other Learning Results content areas.
- Provide examples of grammatical knowledge acquired in the target language that are used to achieve a better understanding of grammatical structures in English.
 - Provide examples of information gathered through target language resources that are applied in other Learning Results content areas.
- C2. Distinctive Viewpoints
Students locate authentic resources and describe ideas about the target language and associated culture(s) that are available only through sources in the target language.
- Interpret short prose, poetry, or plays in the target language that reflect the culture(s) in which the target language is spoken and make connections to the viewpoints of the culture associated with the target language(s).
 - Locate selected magazines, newspapers, authentic entertainment media and electronic media in the target language and use these media as the basis for describing the viewpoints of the culture associated with the target

World Languages
Spanish V
Unit 2: Mexican Legends

	language.
--	-----------

**World Languages
Spanish V
Unit 2: Mexican Legends**

Related Maine Learning Results	<p>D. Communities D1. Communities Students demonstrate their understanding and use their knowledge of the target language to communicate with target language speakers and to understand the importance of culture and language in the 21st century.</p> <p>b. Independently access a variety of target language sources for one's own entertainment or enrichment.</p> <p>c. Explain how personal, educational, and career opportunities are expanded and enhanced by knowledge of the target language and associated culture(s).</p>
Sample Lessons And Activities	<ul style="list-style-type: none"> ▪ Read and discuss legends in Spanish. ▪ Write a legend specific to Maine in Spanish.
Sample Classroom Assessment Methods	<ul style="list-style-type: none"> ▪ Illustrate a part of a legend and explain to the class. ▪ Written and oral interpretation of a legend. ▪ Retell a legend.
Sample Resources	<ul style="list-style-type: none"> ▪ <u>Publications:</u> <ul style="list-style-type: none"> ○ <u>Legends of Mexico</u>